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ABSTRACT

Studies were conducted to determine the goals of five organizations for high school vocational students and the extent to which local clubs are meeting these goals and developing affective skills and leadership abilities through appropriate activities. Survey questionnaires were developed and administered to many local chapters of the following organizations: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA-HERO), and Vocational Industrial Clubs of America (VICA). This report summarizes separately the findings of each of the five surveys (which, in general, found the clubs to be instilling leadership qualities in their members and conducting activities that are acceptable to them). The report also makes recommendations for strengthening each of the programs. (KC)

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A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

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A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

Distributive Education Clubs of America Summary

Project No. D84-131-600-7

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A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA SUMMARY

Vocational education is continually challenged to provide students with the necessary skills and attitudes for job attainment and retention. This involves the structuring of programs and activities to develop an individual's cognitive, psychomotor, and affective domains.

Vocational student organizations' are recognized as a major vehicle for the development of leadership abilities and appropriate affective skills within vocational education programs. Participation and involvement of teacher-advisors, and student-members are important in the conduct of the chapter's program of activities. Information about the extent to which vocational student organizations are meeting chapter goals and providing affective skills and leadership through appropriate activities became the focal point for this study.

PROCEDURES

Survey questionnaires were developed and administered to ascertain the perceptions of student-members and teacher-advisors regarding the goals and activities of the Distributive Education Clubs of America (DECA). The responses to the instruments were then used to ascertain the congruency of the activities as related to the stated goals and objectives. A stratified random sampling procedure was used to select study participants from among the 128 DECA chapters in Missouri. A total of 33 (25.8% of total) chapters was selected to participate. Usable returns were received from 25 (75.7% return rate) chapters, resulting in responses from 480 student-members and 25 teacher-advisors.

All study participants were asked to respond to the statements associated with goal attainment by indicating their degree of agreement with the goal statements on a four point scale (4 = strongly agree and 1 = strongly disagree).

The student-members were asked to evaluate chapter activities on a four point scale (4 = worthwhile and 1 = useless) or to indicate that they did not participate in the activity.

OBJECTIVES, FINDINGS, and CONCLUSIONS

The following research questions provided objectives for the study:

1. What are the goals and objectives of DECA? The goals of DECA were combined with those of the other five vocational student organizations in Missouri to construct the survey instrument that was reflective of all vocational student organizations

in Missouri. (See Appendix A for a listing of goal clusters and associated statements)

2. To what extent do the student-members and teacher-advisors perceive that the goals of DECA have been achieved? The goals common to the five vocational student organizations in Missouri were organized into seven clusters for analysis. The goal clusters considered were: citizenship responsibility, recognition and social development, occupational development, communication skills, character development, cooperation, and leadership/followership. The concept of leadership was judged to include all of the items on the instrument. Mean ratings of the goal clusters for DECA and all vocational student organizations combined are presented in Table 1 for both student-members and teacher-advisors. A rating of 3.00 or higher would indicate agreement with the items comprising the goal clusters.

Table 1

Ratings of Goal Clusters by Student-Members and Teacher-Advisors of the Distributive Education Clubs of America *

Goal Clusters	DECA		OVERALL	
	Student-member	Teacher-advisor	Student-member	Teacher-advisor
Citizenship responsibility	3.00	3.08	3.00	3.16
Recognition and social development	3.00	3.07	3.12	3.29
Occupational development	3.21	3.24	3.20	3.20
Communication skills	3.02	2.97	2.98	3.12
Character development	3.29	3.26	3.29	3.36
Cooperation	2.70	2.84	2.86	3.14
Leadership/followership (overall rating)	3.08	3.08	3.12	3.19

* An overall rating of 3.00 or above would indicate agreement with the statement.

The overall ratings for all goal clusters of DECA student-members and teacher-advisors were above 3.00. Therefore, it was concluded that the student-members and teacher-advisors in total perceived that the Distributive Education Clubs of America organization in Missouri is in fact meeting the goals judged to be common to all vocational student organizations.

Responses of student-members indicate agreement with the attainment of goal clusters relating to citizenship, recognition and social development, occupational development, occupational knowedge, and character development with percieved goal attainment being more positive toward communication skills and character development. The goal cluster relating to cooperation was perceived as being least successful, with a rating below the 3.00 level, therefore consideration should be given to strengthing activities in this area.

3. To what extent do the student-members perceive that the activities of DECA are acceptable? The major activities of DECA were identified and the percent of participation by student-members as well as the percent of participants who rated the activities average or worthwhile are reported in Table 2.

Overall, student-members reported 50 percent or greater participation in 12 of the 16 activity categories conducted by DECA. Of the student-members who participated in DECA activities, 56 percent or greater rated the activities to be average or worthwhile in value. Therefore, it was concluded that the activities of the DECA organization were congruent with the interests of a majority of the student-members when judged on the basis of participation; and while the majority of student-members judged the activities of DECA to be worthwhile, the percent of participation could be increased.

Table 2

Percent Participation and Rating of Selected Activities by DECA Members

Activity	Percent participating		Percent rating average or worthwhile	
	DECA	ALL	DECA	ALL
Employer/employee function	86	63	92	91
Fundraising	84	87	87	92
Leadership conference/ workshops	71	66	91	90
Guest speakers	69	68	80	81
Chapter meetings	69	77	70	82
Trade show/conference	63	53	58	75
Social/recreational	61	64	82	90
Parents night	57	66	56	84
Competitive events	56	68	84	89
Community service	52	59	82	88
State DECA convention	52	59	88	91
Installation/initiation	50	69	74	83
Career day	48	54	81	86
Field trips	41	52	86	93
National DECA convention	36	43	86	86
Charitable	30	35	79	85

4. What are the benefits which motivate student-members to become involved as identified by student-members and teacher-advisors of DECA? A series of open-ended questions was analyzed using content theme analysis to ascertain the perceived benefits of membership. The specific questions and the most popular student-member and teacher-advisor themes are presented in Appendix B Tables 3 and 4 respectively.

Student-member responses indicated that "occupational knowledge/experience in the field of marketing" was the primary motivator for others as well as themselves for joining DECA. This theme was also what the majority of students liked best about DECA. Other themes indicated that a "wanted to join/interested in DECA", "to get out of school", "required to join", and "involvement, working with others" had a role in motivating students to join, while "general activities", "involvement, working, and association with other members", and "competitive events" were what student-members liked best about the DECA chapter.

Teacher-advisor responses indicated that students joined DECA primarily because of "competitive events", "had to join/required", and "recreational/social activities" of the organization. Teacher-advisor reponses to what student-members liked best about DECA resulted in the following themes; "competitive events", "recreational/social activities", "leadership activities", "fund raising activities", and "general activities of DECA".

5. What recommendations for improving DECA are offered by student-members and teacher-advisors? The open-ended questions, "What recommendation would you make (or have) to improve your DECA chapter?" (student-member), "How can the local DECA chapter activities be improved?" (teacher-advisor) were used to provide information regarding this objective. Refer to Appendix B Tables 3 and 4 for a listing of major themes.

Both student-members and teacher-advisors identified "more involvement of members" a common recommendation for improvement. Student-members also suggested "having more activities", "attacting more members", "organization of chapter", and "more professional/leadership activities". Teacher-advisors identified "more or better planning" and "more or better meetings" as themes for improving local DECA chapter activities.

Student-members and teacher-advisors identified similiar recommendations for improving DECA. Therefore, it was concluded that there was congruence between student-member and teacher-advisor perceptions of the needs of DECA in Missouri.

RECOMMENDATIONS

1. The findings of this study were supportive of the role of DECA in the marketing education program. The goals of DECA are generally seen to be related to developing leadership for the field of marketing and the perceptions of both student-members and teacher-advisors of DECA were that the goals were being met by local chapters. Therefore, local advisors should continue to emphasize the importance of and integrate the development of leadership and personal development activities in the curriculum.

2. The findings of this study also suggested that involvement of more members would improve the effectiviness of DECA. While DECA was perceived as an effective part of the marketing education curriculum, the challenge is to maximize DECA's effectiveness for all members. Therefore, strategies need to be developed to achieve a more "member-centered organization".

3. The instrument developed for this project should be modified and adapted for use by local DECA chapters as a planning and evaluation tool. Local DECA chapters would then be able to compare their attainment of goals versus the state data base as established by this project.

APPENDIX A

Goal Clusters and Associated Statments

Citizenship

- be a better citizen.
- identify the democratic ideals of our society.
- identify the responsibilities of a good citizen.
- identify family and community responsibilities.

Recognition and social development

- encourages members to dress appropriately.
- helps improve members' attitudes about school.
- allows me to participate in the operation of chapter functions.
- provides leadership training opportunities.
- develops a new program of activities each year.
- encourages members to take leadership roles.
- provides recognition through awards.
- provides sufficient activities to allow members an opportunity to achieve recognition.
- make me feel proud to be a member.
- provides ways for my family to become more involved in school activities.

Occupational development

- increase my desire to work in the field of marketing.
- develop skills that will prepare me for a future career in marketing.
- develop contacts with people now working and living in the community.
- demonstrate the importance and dignity of work in the area of marketing.

Communication skills

- improve my listening habits.
- speak effectively in front of a group.
- improve my ability to follow directions.
- improve my ability to give directions.
- profit from constructive criticism.

Character development

- demonstrate respect for the rights of others.
- become more dependable.
- make more effective decisions.
- work as a team member.
- follow rules and regulations for the good of the total membership.
- idenify the responsibilities of being a chapter member.
- begin to set additional personal goals.
- improve confidence in my work.
- improve my ability to express my opinions.
- gain friends.

Cooperation

- use parlimentary procedure.
- plan and conduct a meeting.
- introduce an individual to a group.

Appendix B

Table 3

FIVE MOST POPULAR DECA STUDENT-MEMBER THEMES *

QUESTION: WHY DID YOU JOIN DECA?

THEME	Student-Member N
Occupational development/ experience	218
Wanted to join/interested in DECA	74
To get out of school/class	71
Required to join	67
Involvement, working with others	42

QUESTION: WHAT IS THE MAJOR REASON STUDENTS JOIN DECA IN YOUR SCHOOL?

THEME	Student-Member N
Occupational development/ experience	159
Out of school/class	142
Required to join	70
Social/recreational activities	43
Credit	26

QUESTION: WHAT DO YOU LIKE BEST ABOUT YOUR DECA CHAPTER?

THEME	Student-Member N
Occupational development/experience	190
Involvement, working, and/or association with other members	124
General activities	120
Competitive events/contests	109
Out of school activities	88

Appendix B continued

Table 3 continued

QUESTION: WHAT DO YOU LIKE LEAST ABOUT YOUR DECA CHAPTER?

THEME	Student-Member
	N
Classwork	68
Not enough activities	58
Not enough student involvement and/or participation	49
Dues/cost	27
Fund-raising	21

QUESTION: WHAT DECA ACTIVITIES DO YOU FEEL OR BELIEVE YOUR CHAPTER ADVISOR THINKS ARE MOST IMPORTANT?

THEME	Student-Member
	N
Contests/competitive events	235
Occupational development/experience	77
Banquets and recognition	68
Fund-raising activities	65
Leadership activities, including conferences, etc.	43

QUESTION: WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPPROVE YOUR DECA CHAPTER?

THEME	Student-Member
	N
Have more activities	72
Increase participation	68
Attact more members	28
Organization of chapter/club	27
More professional/leadership activities	23

* Responses were from Student-members.

Appendix B continued

Table 4

MOST POPULAR DECA TEACHER-ADVISOR THEMES *

QUESTION: IN YOUR OPINION, WHY DO MOST VOCATIONAL MARKETING EDUCATION STUDENTS JOIN DECA?

THEME	Teacher-Advisor N
Contests/competitive events	5
Had to join/required	4
Recreational/social activities	4

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE DECA CHAPTER LIKE BEST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Contests/competitive events	14
Recreational/social activities	12
Leadership activities (professional meetings, conferences)	9
Fund-raising activities	7
General activities of DECA	6

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE DECA CHAPTER LIKE LEAST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Conflicts (schedules, etc.)	9
Meetings (time of/don't like)	6
Fund-raising activities	5

Appendix B continued

Table 4 continued

QUESTION: WHAT DECA ACTIVITIES DO YOU BELIEVE ARE THE MOST IMPORTANT TO THE STUDENT-MEMBERS?

THEME	Teacher-Advisor
	N
Competitive events	14
Community/service activities	7
Banquet	7

QUESTION: HOW CAN LOCAL DECA CHAPTER ACTIVITIES BE IMPROVED?

THEME	Teacher-Advisor
	N
More involvement of members	7
More or better planning	4
More or better meeting	4

* Responses were from teacher-advisors

A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

Future Business Leaders of America Summary

Project No. D84-131-600-7

Clifton L. Smith and Bob R. Stewart
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June 30, 1984

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A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

FUTURE BUSINESS LEADERS OF AMERICA SUMMARY

Vocational education is continually challenged to provide students with the necessary skills and attitudes for job attainment and retention. This involves the structuring of programs and activities to develop an individual's cognitive, psychomotor, and affective domains.

Vocational student organizations' are recognized as a major vehicle for the development of leadership abilities and appropriate affective skills within vocational education programs. Participation and involvement of teacher-advisors, and student-members are important in the conduct of the chapter's program of activities. Information about the extent to which vocational student organizations are meeting chapter goals and providing affective skills and leadership through appropriate activities became the focal point for this study.

PROCEDURES

Survey questionnaires were developed and administered to ascertain the perceptions of student-members and teacher-advisors regarding the goals and activities of the Future Business Leaders of America (FBLA). The responses to the instruments were then used to ascertain the congruency of the activities as related to the stated goals and objectives. A stratified random sampling procedure was used to select study participants from among the 168 FBLA chapters in Missouri. A total of 38 (22.6% of total) chapters was selected to participate. Usable returns were received from 23 (60.5% return rate) chapters, resulting in responses from 345 student-members and 24 teacher-advisors.

All study participants were asked to respond to the statements associated with goal attainment by indicating their degree of agreement with the goal statements on a four point scale (4 = strongly agree and 1 = strongly disagree).

The student-members were asked to evaluate chapter activities on a four point scale (4 = worthwhile and 1 = useless) or to indicate that they did not participate in the activity.

OBJECTIVES, FINDINGS, and CONCLUSIONS

The following research questions provided objectives for the study:

1. What are the goals and objectives of FBLA? The goals of FBLA were combined with those of the other five vocational student organizations in Missouri to construct the survey instrument that was reflective of all vocational student organizations

in Missouri. (See Appendix A for a listing of goal clusters and associated statements)

2. To what extent do the student-members and teacher-advisors perceive that the goals of FBLA have been achieved? The goals common to the five vocational student organizations in Missouri were organized into seven clusters for analysis. The goal clusters considered were: citizenship responsibility, recognition and social development, occupational development, communication skills, character development, cooperation, and leadership/followership. The concept of leadership was judged to include all of the items on the instrument. Mean ratings of the goal clusters for FBLA and all vocational student organizations combined are presented in Table 1 for both student-members and teacher-advisors. A rating of 3.00 or higher would indicate agreement with the items comprising the goal clusters.

Table 1

Ratings of Goal Clusters by Student-Members and Teacher-Advisors of the Future Business Leaders of America *

Goal Clusters	FBLA		OVERALL	
	Student-member	Teacher-advisor	Student-member	Teacher-advisor
Citizenship responsibility	2.90	3.10	3.00	3.16
Recognition and social development	3.14	3.15	3.12	3.29
Occupational development	3.28	3.29	3.20	3.20
Communication skills	2.87	3.04	2.98	3.12
Character development	3.26	3.30	3.29	3.36
Cooperation	2.82	3.00	2.86	3.14
Leadership/followership (overall rating)	3.10	3.15	3.12	3.19

* An overall rating of 3.00 or above would indicate agreement with the statement.

The overall ratings for all goal clusters of FBLA student-members and teacher-advisors were above 3.00. Therefore, it was concluded that the student-members and teacher-advisors in total perceived that the Future Business Leaders of America organization in Missouri is in fact meeting the goals judged to be common to all vocational student organizations.

Responses of student-members indicate agreement with the attainment of goal clusters relating to recognition and social development, occupational development, and character development with percieved goal attainment being more positive toward occupational development and character development. The goal clusters relating to citizenship responsibility, communication skills, and cooperation were perceived as being least successful, with a rating below the 3.00 level, therefore consideration should be given to strengthing activities in these areas.

3. To what extent do the student-members perceive that the activities of FBLA are acceptable? The major activities of FBLA were identified and the percent of participation by student-members as well as the percent of participants who rated the activities average or worthwhile are reported in Table 2.

Overall, student-members reported 50 percent or greater participation in 10 of the 17 activity categories conducted by FBLA. Of the student-members who participated in FBLA activities, 80 percent or greater rated the activities to be average or worthwhile in value. Therefore, it was concluded that the activities of the FBLA organization were congruent with the interests of a majority of the student-members when judged on the basis of participation; and while the majority of student-members judged the activities of FBLA to be average or worthwhile, the percent of participation could be increased.

Table 2

Percent Participation and Rating of Selected Activities by FBLA Members

Activity	Percent participating		Percent Rating average or worthwhile	
	FBLA	ALL	FBLA	ALL
Chapter meetings	88	77	88	82
Fundraising	87	87	95	92
Competitive events	80	68	94	89
Leadership conference/ workshops	78	66	96	90
Guest speakers	71	68	85	81
Installation/initiation	70	69	87	83
Social/recreational	64	64	90	90
Community services	61	59	87	88
Recruitment activities	54	60	84	85
Field trips	50	52	97	93
Employer/employee functio	49	63	95	91
Parents & member banquet	48	66	80	84
State FBLA convention	44	59	96	91
Career day	43	54	91	86
Trade show/conference	39	53	85	75
Charitable	35	35	93	85
National convention	31	43	94	86

4. What are the benefits which motivate student-members to become involved as identified by student-members and teacher-advisors of FBLA? A series of open-ended

questions was analyzed using content theme analysis to ascertain the perceived benefits of membership. The specific questions and the most popular student-member and teacher-advisor themes are presented in Appendix B Tables 3 and 4 respectively.

Student-member responses indicated that "occupational knowledge/experience in the field of Business and Office Education" was one of the primary motivators for others as well as themselves for joining FBLA. This theme was also what many of the students liked best about FBLA. Other themes indicated that "social/recreational activities" had a role in motivating students to join, while "involvement, working, and association with other members", "competitive events/contests", "general activities", and "social/recreational activities" were what student-members liked best about the FBLA chapter.

Teacher-advisor responses indicated that students joined FBLA primarily because of "reputation of FBLA organization", "had to join/required/expected", "the general activities", "Contests", and "leadership activities" of the organization. Teacher-advisor reponses to what student-members liked best about FBLA resulted in the following themes; "contests", "leadership activities", "recreational/social activities", "general activities of FBLA", and "field trips".

5. What recommendations for improving FBLA are offered by student-members and teacher-advisors? The open-ended questions, "What recommendation would you make (or have) to improve your FBLA chapter?" (student-member), "How can the local FBLA chapter activities be improved?" (teacher-advisor) were used to provide information regarding this objective. Refer to Appendix B Tables 3 and 4 for a listing of major themes.

   Both student-members and teacher-advisors identified "more involvement of members" as their primary recommendation for improvement. Student-members also suggested "having more activities", "attact more members", "improve facilities", and "increase/improve meetings". Teacher-advisors identified "more leadership development" and "removing student conflicts" as themes for improving local FBLA chapter activities.

   Student-members and teacher-advisors identified similiar recommendations for improving FBLA. Therefore, it was concluded that there was congruence between student-member and teacher-advisor perceptions of the needs of FBLA in Missouri.

RECOMMENDATIONS

1. The findings of this study were supportive of the role of the FBLA in the vocational Business and Office Education program. The goals of FBLA are generally seen to be related to developing leadership for the field of Business and Office Education and the perceptions of both student-members and teacher-advisors of FBLA were that the goals were being met by local chapters. Therefore local advisors should continue to emphasize the importance of and integrate the development of leadership and personal development activities in the curriculum.

2. The findings of this study also suggested that involvement of more members would improve the effectiviness of FBLA. While FBLA was perceived as an effective part of the vocational Business and Office Education curriculum, the challenge is to maximize FBLA's effectiveness for all members. Therefore, strategies need to be developed to achieve a more "member-centered organization".

3. The instrument developed for this project should be modified and adapted for use by local FBLA chapters as a planning and evaluation tool. Local FBLA chapters would then be able to compare their attainment of goals versus the state data base as established by this project.

APPENDIX A

Goal Clusters and Associated Statments

Citizenship

- be a better citizen.
- identify the democratic ideals of our society.
- identify the responsibilities of a good citizen.
- identify family and community responsibilities.

Recognition and social development

- encourages members to dress appropriately.
- helps improve members' attitudes about school.
- allows me to participate in the operation of chapter functions.
- provides leadership training opportunities.
- develops a new program of activities each year.
- encourages members to take leadership roles.
- provides recognition through awards.
- provides sufficient activities to allow members an opportunity to achieve recognition.
- make me feel proud to be a member.
- provides ways for my family to become more involved in school activities.

Occupational development

- increase my desire to work in business and office.
- develop skills that will prepare me for a future career in business and office.
- develop contacts with people now working in business and office.
- demonstrate the importance and dignity of work.

Communication skills

- improve my listening habits.
- speak effectively in front of a group.
- improve my ability to follow directions.
- improve my ability to give directions.
- profit from constructive criticism.

Character development

- demonstrate respect for the rights of others.
- become more dependable.
- make more effective decisions.
- work as a team member.
- follow rules and regulations for the good of the total membership.
- idenify the responsibilities of being a chapter member.
- begin to set additional personal goals.
- improve confidence in my work.
- improve my ability to express my opinions.
- gain friends.

Cooperation

- use parlimentary procedure.
- plan and conduct a meeting.
- introduce an individual to a group.

Apprendix B

Table 3

FIVE MOST POPULAR FBLA STUDENT-MEMBER THEMES *

QUESTION: WHY DID YOU JOIN FBLA?

THEME	Student-Member N
Occupational development/ experience	120
Wanted to join/interested in club	103
Required to join	37
Social/recreational activities	32
Involvement, working with others	27

QUESTION: WHAT IS THE MAJOR REASON STUDENTS JOIN FBLA IN YOUR SCHOOL?

THEME	Student-Member N
Wanted to/or interested	92
Occupational development/experience	72
Social/recreational activities	57
Required to join	37
Involvement with other members	28

QUESTION: WHAT DO YOU LIKE BEST ABOUT YOUR FBLA CHAPTER?

THEME	Student-Member N
Involvement, working, and/or association with other members	154
Occuptaional knowledge/experience	71
Competitive events/contests	69
General accivities	64
Social/recreational	51

Appendix B continued

Table 3 continued

QUESTION: WHAT DO YOU LIKE LEAST ABOUT YOUR FBLA CHAPTER?

THEME	Student-Member N
Not enough student involvement and/or participation	70
Meetings	58
Not enough activities	47
Fund-raising	20
Not enough members	20

QUESTION: WHAT FBLA ACTIVITIES DO YOU FEEL OR BELIEVE YOUR CHAPTER ADVISOR THINKS ARE MOST IMPORTANT?

THEME	Student-Member N
Contests/competitive events	175
Fund-raising activities	64
Leadership activities, including conferences, etc.	37
Occupational development/experience	19
Involvement with others	17

QUESTION: WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE YOUR FBLA CHAPTER?

THEME	Student-Member N
Increase participation	95
Have more activities	52
Attact more members	39
Improve facilities	33
Increase/improve meetings	30

* Responses were from student-members

Appendix B continued

Table 4

MOST POPULAR FBLA TEACHER-ADVISOR THEMES *

QUESTION: IN YOUR OPINION, WHY DO MOST VOCATIONAL BUSINESS AND OFFICE EDUCATION STUDENTS JOIN FBLA?

THEME	Teacher-Advisor N
Reputation of organization	9
Had to join/required/expected	6
General activities	4
Contests	4
Leadership activities	4

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE FBLA CHAPTER LIKE BEST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Contests	15
Leadersip activitis (Professional meetings, conferences)	9
Recreational/social activities	9
Field trips	9
General activities of the FBLA	5

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE FBLA CHAPTER LIKE LEAST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Meeting (time of/don't like)	11
Working activities (i.e. setting up and/or cleaning up)	7
Fund-raising activities	6

Appendix B continued

Table 4 continued

QUESTION: WHAT FBLA ACTIVITIES DO YOU BELIEVE ARE THE MOST IMPORTANT TO THE STUDENT-MEMBERS?

THEME	Teacher-Advisor N
Contests/competitive events	23
Community/service activities	8
Leadership development	6

QUESTION: HOW CAN LOCAL FBLA CHAPTER ACTIVITIES BE IMPROVED?

THEME	Teacher-Advisor N
More involvement of members	11
More leadership development	5
Student conflicts removed	5

* Responses were from teacher-advisors

A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

Future Farmers of America Summary

Project No. D84-131-600-7

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A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

FUTURE FARMERS OF AMERICA SUMMARY

Vocational education is continually challenged to provide students with the necessary skills and attitudes for job attainment and retention. This involves the structuring of programs and activities to develop an individual's cognitive, psychomotor, and affective domains.

Vocational student organizations' are recognized as a major vehicle for the development of leadership abilities and appropriate affective skills within vocational education programs. Participation and involvement of teacher-advisors, and student-members are important in the conduct of the chapter's program of activities. Information about the extent to which vocational student organizations are meeting chapter goals and providing affective skills and leadership through appropriate activities became the focal point for this study.

PROCEDURES

Survey questionnaires were developed and administered to ascertain the perceptions of student-members and teacher-advisors regarding the goals and activities of the Future Farmers of America (FFA). The responses to the instruments were then used to ascertain the congruency of the activities as related to the stated goals and objectives. A stratified random sampling procedure was used to select study participants from among the 239 FFA chapters in Missouri, a total of 63 (26.3% of total) chapters was selected to participate. Usable returns were received from 38 (60.3% return rate) chapters, resulting in responses from 348 student-members and 46 teacher-advisors.

All study participants were asked to respond to the statements associated with goal attainment by indicating their degree of agreement with the goal statements on a four point scale (4 = strongly agree and 1 = strongly disagree).

The student-members were asked to evaluate chapter activities on a four point scale (4 = worthwhile and 1 = useless) or to indicate that they did not participate in the activity.

OBJECTIVES, FINDINGS, and CONCLUSIONS

The following research questions provided objectives for the study:

1. What are the goals and objectives of FFA? The goals of the FFA were combined with those of the other five vocational student organizations in Missouri to construct the survey instrument that was reflective of all vocational student

organizations in Missouri. (See Appendix A for a listing of goal clusters and associated statements)

2. To what extent do the student-members and teacher-advisors perceive that the goals of FFA have been achieved? The goals common to the five vocational student organizations in Missouri were organized into seven clusters for analysis. The goal clusters considered were: citizenship responsibility, recognition and social development, occupational development, communication skills, character development, cooperation, and leadership/followership. The concept of leadership was judged to include all of the items on the instrument. Mean ratings of the goal clusters for FFA and all vocational student organizations combined are presented in Table 1 for both student-members and teacher-advisors. A rating of 3.00 or higher would indicate agreement with the items comprising the goal clusters.

Table 1

Ratings of Goal Clusters by Student-Members and Teacher-Advisors of the Future Farmers of America *

Goal Clusters	FFA		OVERALL	
	Student-member	Teacher-advisor	Student-member	Teacher-advisor
Citizenship responsibility	3.06	3.24	3.00	3.16
Recognition and social development	3.30	3.49	3.12	3.29
Occupational development	3.30	3.27	3.20	3.20
Communication skills	3.06	3.12	2.98	3.12
Character development	3.35	3.41	3.29	3.36
Cooperation	3.06	3.31	2.86	3.14
Leadership/followership (overall rating)	3.23	3.31	3.12	3.19

* An overall rating of 3.00 or above would indicate agreement with the statement.

The overall ratings for all goal clusters of FFA student-members and teacher-advisors were above 3.00. Therefore, it was concluded that the student-member and teacher-advisors in total perceived that the Future Farmers of America organization in Missouri is in fact meeting the goals judged to be common to all vocational student organizations.

Responses of student-members indicated agreement with the attainment of goal clusters relating to citizenship responsibility, recognition and social development, occupational development, communication skills, character development, and cooperation with percieved goal attainment being more positive toward recognition and social development, occupational development, and character development. The areas of least success and which should be considered for improvement relate to the goals of citizenship responsibility, communication skills, and cooperation.

3. To what extent do the student-members perceive that the activities of FFA are acceptable? The major activities of FFA were identified and the percent of participation by student-members as well as the percent of participants who rated the activities average or worthwhile are reported in Table 2.

Overall, student-members reported 60 percent or greater participation in all activity categories conducted by FFA. Of the student-members who participated in FFA activities, 79 percent or greater rated the activities to be average or worthwhile in value. Therefore, it was concluded that the activities of the FFA organization were congruent with the interests of a majority of the student-members when judged on the basis of participation; and while the majority of student-members judged the activities of FFA to be worthwhile, the percent of participation could be increased.

Table 2

Percent Participation and Rating of Selected Activities by FFA Members

Activity	Percent participating		Percent Rating average or worthwhile	
	FFA	ALL	FFA	ALL
Parents & member banquet	93	66	96	84
Chapter meetings	93	77	81	82
Installation/initiation	92	69	81	83
Fundraising	92	87	93	92
National FFA week activities	91	74	89	86
Vo-Ag & FFA contests	86	68	95	89
Guest speakers	79	68	79	81
Field trips	79	52	97	93
State FFA convention	77	59	91	91
Social/recreational	75	64	91	90
Leadership conference/ workshops	69	66	81	90
National FFA convention	66	43	81	86
Community services	65	59	87	88
Fairs	60	53	95	75

4. What are the benefits which motivate student-members to become involved as identified by student-members and teacher-advisors of FFA? A series of open-ended questions was analyzed using content theme analysis to ascertain the perceived benefits of membership. The specific questions and the most popular student-member and teacher-advisor themes are presented in Appendix B Tables 3 and 4 respectively.

Student-member responses indicated that "occupational knowledge/experience in the field of agriculture" was the primary motivator for others as well as themselves for joining FFA. This theme was also what the majority of students liked best about the FFA. Other themes indicated that a "farm background", "leadership," and "social/recreational" activities had a role in motivating students to join, while "general activities" and "involvement, working, and association with other members" were what student-members liked best about the FFA chapter.

Teacher-advisor responses indicated that students joined FFA primarily because of "other members and friends", "reputation of the FFA organization", and "the general activities" of the organization. Teacher-advisor reponses to what student-members liked best about FFA resulted in the following themes; "contests", "leadership activities", "general activities", "gain recognition" and "field trips".

5. What recommendations for improving the FFA are offered by student-members and teacher-advisors? The open-ended questions, "What recommendation would you make (or have) to improve your FFA chapter?" (student-member), "How can the local FFA chapter activities be improved?" (teacher-advisor) were used to provide information regarding this objective. Refer to Appendix B Tables 3 and 4 for a listing of major themes.

Both student-members and teacher-advisors identified "more involvement of members" as their primary recommendation for improvement. Student-members also suggested "having more activities", "more civic/service/benevolent activities", "more professional/leadership activities", "increase occupational development/experiences". Teacher-advisors identified "more leadership development" and "more or better planning" as themes for improving local FFA chapter activities.

Student-members and teacher-advisors identified similiar recommendations for improving the FFA. Therefore, it was concluded that there was congruence between student-member and teacher-advisor perceptions of the needs of the FFA in Missouri.

RECOMMENDATIONS

1. The findings of this study were supportive of the role of FFA in the vocational agriculture program. The goals of FFA are generally seen to be related to developing leadership for the field of agriculture and the perceptions of both student-members and teacher-advisors of FFA were that the goals were being met by local chapters. Therefore, local advisors should continue to emphasize the importance of and integrate the development of leadership and personal development activities in the curriculum.

2. The findings of this study also suggested that involvement of more members would improve the effectiviness of the FFA. While FFA was perceived as an effective part of the vocational agriculture curriculum, the challenge is to maximize FFA's effectiveness for all members. Therefore, strategies need to be developed to achieve a more "member-centered organization".

3. The instrument developed for this project should be modified and adapted for use by local FFA chapters as a planning and evaluation tool. Local FFA chapters would then be able to compare their attainment of goals versus the state data base as established by this project.

APPENDIX A

Goal Clusters and Associated Statments

Citizenship

- be a better citizen.
- identify the democratic ideals of our society.
- identify the responsibilities of a good citizen.
- identify family and community responsibilities.

Recognition and social development

- encourages members to dress appropriately.
- helps improve members' attitudes about school.
- allows me to participate in the operation of chapter functions.
- provides leadership training opportunities.
- develops a new program of activities each year.
- encourages members to take leadership roles.
- provides recognition through awards.
- provides sufficient activities to allow members an opportunity to achieve recognition.
- make me feel proud to be a member.
- provides ways for my family to become more involved in school activities.

Occupational development

- increase my desire to work in the field of agriculture.
- develop skills that will prepare me for a future career in agriculture.
- develop contacts with people now working and living in the community.
- demonstrate the importance and dignity of work in the area of agriculture.

Communication skills

- improve my listening habits.
- speak effectively in front of a group.
- improve my ability to follow directions.
- improve my ability to give directions.
- profit from constructive criticism.

Character development

- demonstrate respect for the rights of others.
- become more dependable.
- make more effective decisions.
- work as a team member.
- follow rules and regulations for the good of the total membership.
- idenify the responsibilities of being a chapter member.
- begin to set additional personal goals.
- improve confidence in my work.
- improve my ability to express my opinions.
- gain friends.

Cooperation

- use parlimentary procedure.
- plan and conduct a meeting.
- introduce an individual to a group.

Appendix B

Table 3

FIVE MOST POPULAR FFA STUDENT-MEMBER THEMES *

QUESTION: WHY DID YOU JOIN FFA?

THEME	Student-Member N
Occupational development/experience in the field of agriculture	210
Leadership training activities	38
Wanted to join/interested in FFA	37
From farm background	35
Required to join	30

QUESTION: WHAT IS THE MAJOR REASON STUDENTS JOIN FFA IN YOUR SCHOOL?

THEME	Student-Member N
Occupational development/ experience	126
Social/recreational activities	57
From farm background	40
To get out of school/class	26
Wanted to/or interested	24

QUESTION: WHAT DO YOU LIKE BEST ABOUT YOUR FFA CHAPTER?

THEME	Student-Member N
Occupational development/experience	133
General activities	124
Involvement, working with, and/or association with other members	102
Competitive events/contests	83
Leadership activities	62

Appendix B continued

Table 3 continued

QUESTION: WHAT DO YOU LIKE LEAST ABOUT YOUR FFA CHAPTER?

THEME	Student-Member
	N
Not enough student involvement and/or participation	59
Classwork	33
Don't like some members	29
Meetings	24
Lack of administration support	22

QUESTION: WHAT FFA ACTIVITIES DO YOU FEEL OR BELIEVE YOUR CHAPTER ADVISOR THINKS ARE MOST IMPORTANT?

THEME	Student-Member
	N
Contests	178
Leadership activities	65
Banquets and recognition	52
Civic/service/benevolent activities	37
Occupational development/experience	34

QUESTION: WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPPROVE YOUR FFA CHAPTER?

THEME	Student-Member
	N
Increase participation	73
Have more activities	36
More civic/benevolent activities	25
More professional/leadership activities	23
Increase occupational development/ experiences	19

* Responses were from student-members.

Appendix B continued

Table 4

MOST POPULAR FFA TEACHER-ADVISOR THEMES *

QUESTION: IN YOUR OPINION, WHY DO MOST VOCATIONAL AGRICULTURE EDUCATION STUDENTS JOIN FFA?

THEME	Teacher-Advisor N
Other members and friends	14
Reputation of organization	9
General activities	8

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE FFA CHAPTER LIKE BEST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Contests/competitive events	23
Leadership activities (professional meetings, conferences)	23
General activities of the FFA	17
Gaining recognition	14
Field trips	5

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE FFA CHAPTER LIKE LEAST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Formality of organization (official dress, ceremonies, parliamentary procedures)	16
Working activities (i.e. setting up and/or cleaning up)	12
Fund-raising activities	10

Appendix B continued

Table 4 continued

QUESTION: WHAT FFA ACTIVITIES DO YOU BELIEVE ARE THE MOST IMPORTANT TO THE STUDENT-MEMBERS?

THEME	Teacher-Advisor
	N
Contests/competitive events	23
Recreational/social activities	17
Leadership development	16

QUESTION: HOW CAN LOCAL FFA CHAPTER ACTIVITIES BE IMPROVED?

THEME	Teacher-Advisor
	N
More involvement of members	22
More leadership development	7
More or better planning	5

* Responses were from teacher-advisors

A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

Future Homemakers of America/Home Economics Related Occupations
Summary

Project No. D84-131-600-7

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A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

FUTURE HOMEMAKERS OF AMERICA/HOME ECONOMICS RELATED OCCUPATIONS

SUMMARY

Vocational education is continually challenged to provide students with the necessary skills and attitudes for job attainment and retention. This involves the structuring of programs and activities to develop an individual's cognitive, psychomotor, and affective domains.

Vocational student organizations' are recognized as a major vehicle for the development of leadership abilities and appropriate affective skills within vocational education programs. Participation and involvement of teacher-advisors, and student-members are important in the conduct of the chapter's program of activities. Information about the extent to which vocational student organizations are meeting chapter goals and providing affective skills and leadership through appropriate activities became the focal point for this study.

PROCEDURES

Survey questionnaires were developed and administered to ascertain the perceptions of student-members and teacher-advisors regarding the goals and activities of the Future Homemakers of America (FHA/HERO). The responses to the instruments were then used to ascertain the congruency of the activities as related to the stated goals and objectives. A stratified random sampling procedure was used to select study participants from among the 367 FHA/HERO chapters in Missouri. A total of 77 (21.0% of total) chapters was selected to participate. Usable returns were received from 44 (57.1% return rate) chapters, resulting in responses from 444 student-members and 44 teacher-advisors.

All study participants were asked to respond to the statements associated with goal attainment by indicating their degree of agreement with the goal statements on a four point scale (4 = strongly agree and 1 = strongly disagree).

The student-members were asked to evaluate chapter activities on a four point scale (4 = worthwhile and 1 = useless) or to indicate that they did not participate in the activity.

OBJECTIVES, FINDINGS, and CONCLUSIONS

The following research questions provided objectives for the study:

1. What are the goals and objectives of FHA/HERO? The goals of FHA/HERO were combined with those of the other five vocational student organizations in Missouri to construct the

survey instrument that was reflective of all vocational student organizations in Missouri. (See Appendix A for a listing of goal clusters and associated statements)

2. To what extent do the student-members and teacher-advisors perceive that the goals of FHA/HERO have been achieved? The goals common to the five vocational student organizations in Missouri were organized into seven clusters for analysis. The goal clusters considered were: citizenship responsibility, recognition and social development, occupational development, communication skills, character development, cooperation, and leadership/followership. The concept of leadership was judged to include all of the items on the instrument. Mean ratings of the goal clusters for FHA/HERO and all vocational student organizations combined are presented in Table 1 for both student-members and teacher-advisors. A rating of 3.00 or higher would indicate agreement with the items comprising the goal clusters.

Table 1

Ratings of Goal Clusters by
Student-Members and Teacher-Advisors of the
Future Homemakers of America/Home Economics Related Occupations *

Goal Clusters	FHA/HERO		OVERALL	
	Student-member	Teacher-advisor	Student-member	Teacher-advisor
Citizenship responsibility	3.10	3.19	3.00	3.16
Recognition and social development	3.16	3.41	3.12	3.29
Occupational development	3.01	3.09	3.20	3.20
Communication skills	3.02	3.31	2.98	3.12
Character development	3.33	3.46	3.29	3.36
Cooperation	2.92	3.26	2.86	3.14
Leadership/followership (overall rating)	3.15	3.29	3.12	3.19

* An overall rating of 3.00 or above would indicate agreement with the statement.

The overall ratings for all goal clusters of FHA/HERO student-members and teacher-advisors were above 3.00. Therefore, it was concluded that the student-members and teacher-advisors in total perceived that the Future Homemakers of America/Home Economics Related Occupations organizations in Missouri are in fact meeting the goals judged to be common to all vocational student organizations.

Responses of student-members indicate agreement with the attainment of goal clusters relating to citizenship responsibility, recognition and social development, occupational development, communication skills, and character development with percieved goal attainment being more positive toward citizenship responsibility, recognition and social development, and character development. The goal cluster relating to cooperation was perceived as being least successful, with a rating below the 3.00 level, therefore consideration should be given to strengthing activities in this area.

3. To what extent do the student-members perceive that the activities of FHA/HERO are acceptable? The major activities of FHA/HERO were identified and the percent of participation by student-members as well as the percent of participants who rated the activities average or worthwhile are reported in Table 2.

Overall, student-members reported 56 percent or greater participation in 10 of the 11 activity categories conducted by FHA/HERO. Of the student-members who participated in FHA/HERO activities, 87 percent or greater rated the activities to be average or worthwhile in value. Therefore, it was concluded that the activities of the FHA/HERO organization were congruent with the interests of a majority of the student-members when judged on the basis of participation; and while the majority of student-members judged the activities of FHA/HERO to be worthwhile, the percent of participation could be increased.

Table 2

Percent Participation and Rating of Selected Activities by FHA/HERO Members

Activity	Percent participating		Percent Rating average or worthwhile	
	FHA/HERO	ALL	FHA/HERO	ALL
Parent & member banquet	81	66	95	86
Installation/initiation	80	69	92	83
National FHA/HERO week activities	80	74	92	86
Chapter meetings	74	77	92	82
Career day	72	54	89	86
State FHA/HERO convention	71	59	89	91
Promote teacher goodwill	70	63	87	91
Community services	68	59	92	88
Recruitment activities/ members	63	60	87	85
Trade show/conference	56	53	88	75
Leadership conference/ workshop	47	66	89	90

4. What are the benefits which motivate student-members to become involved as identified by student-members and teacher-advisors of FHA/HERO? A series of open-ended questions was analyzed using content theme analysis to ascertain the perceived benefits of membership. The specific questions and the most popular student-member and teacher-advisor themes are presented in Appendix B Tables 3 and 4 respectively.

Student-member responses indicated that "involvement", "working with others", and "social/recreational activities" were the primary motivators for others as well as themselves for joining FHA/HERO. These themes as well as "leadership activities", "general activities", and "civic/benevolent activities" were what student-members liked best about FHA/HERO. Other themes indicated that "occupational

development/experience", "wanted to join/interested in chapter" and "required to join" had a role in motivating students to join.

Teacher-advisor responses indicated that students joined FHA/HERO primarily because of "other members and friends", "reputation of the FHA/HERO organization", and "the general activities" of the organization. Teacher-advisor reponses to what student-members liked best about FHA/HERO resulted in the following themes; "leadership activities", "recreational/social activities", "general activities", "field trips", and "civic/service/benevolent activities".

5. What recommendations for improving FHA/HERO are offered by student-members and teacher-advisors? The open-ended questions, "What recommendation would you make (or have) to improve your FHA/HERO chapter?" (student-member), "How can the local FHA/HERO chapter activities be improved?" (teacher-advisor) were used to provide information regarding this objective. Refer to Appendix B Tables 3 and 4 for a listing of major themes.

Both student-members and teacher-advisors identified "more involvement of members" or "increase participation" as their primary recommendation for improvement. Student-members also suggested "having more activities", "attact more members", and "incrase/improve meetings" as ways to improve their FHA/HERO chapter. Teacher-advisors identified "more leadership development" and "removing student conflicts" as themes for improving local FHA/HERO chapter activities.

Student-members and teacher-advisors identified similiar recommendations for improving FHA/HERO. Therefore, it was concluded that there was congruence between student-member and teacher-advisor perceptions of the needs of FHA/HERO in Missouri.

RECOMMENDATIONS

1. The findings of this study were supportive of the role of the FHA/HERO in the vocational home economics program. The goals of FHA/HERO are generally seen to be related to developing leadership for the field of home economics and the perceptions of both student-members and teacher-advisors of FHA/HERO were that the goals were being met by local chapters. Therefore, local advisors should continue to emphasize the importance of and integrate the development of leadership and personal development activities in the curriculum.

2. The findings of this study also suggested that involvement of more members would improve the effectiviness of FHA/HERO. While FHA/HERO was perceived as an effective part of the Vocational Home Economics curriculum, the challenge is to maximize FHA/HERO's effectiveness for all members.

Therefore, strategies need to be developed to achieve a more "member-centered organization".

3. The instrument developed for this project should be modified and adapted for use by local FHA/HERO chapters as a planning and evaluation tool. Local FHA/HERO chapters would then be able to compare their attainment of goals verus the state data base as established by this project.

APPENDIX A

Goal Clusters and Associated Statments

Citizenship

- be a better citizen.
- identify the democratic ideals of our society.
- identify the responsibilities of a good citizen.
- identify family and community responsibilities.

Recognition and social development

- encourages members to dress appropriately.
- helps improve members' attitudes about school.
- allows me to participate in the operation of chapter functions.
- provides leadership training opportunities.
- develops a new program of activities each year.
- encourages members to take leadership roles.
- provides recognition through awards.
- provides sufficient activities to allow members an opportunity to achieve recognition.
- make me feel proud to be a member.
- provides ways for my family to become more involved in school activities.

Occupational development

- increase my desire to work in home economics.
- develop skills that will prepare me for a future career in home economics.
- develop contacts with people now working in home economics.
- demonstrate the importance and dignity of work.

Communication skills

- improve my listening habits.
- speak effectively in front of a group.
- improve my ability to follow directions.
- improve my ability to give directions.
- profit from constructive criticism.

Character development

- demonstrate respect for the rights of others.
- become more dependable.
- make more effective decisions.
- work as a team member.
- follow rules and regulations for the good of the total membership.
- idenify the responsibilities of being a chapter member.
- begin to set additional personal goals.
- improve confidence in my work.
- improve my ability to express my opinions.
- gain friends.

Cooperation

- use parlimentary procedure.
- plan and conduct a meeting.
- introduce an individual to a group.

Appendix B

Table 3

FIVE MOST POPULAR FHA/HERO STUDENT-MEMBER THEMES *

QUESTION: WHY DID YOU JOIN FHA/HERO

THEME	Student-Member N
Involvement, working with others	100
Social/recreational activities	96
Occupational developement/experience	82
Wanted to join/interested in FHA/HERO	59
Required to join	42

QUESTION: WHAT IS THE MAJOR REASON STUDENTS JOIN FHA/HERO IN YOUR SCHOOL?

THEME	Student-Member N
Social/recreational activities	133
Involvement with other members	96
Wanted to/or interested	79
Required to join	45

QUESTION: WHAT DO YOU LIKE BEST ABOUT YOUR FHA/HERO CHAPTER?

THEME	Student-Member N
Involvement, working, and/or association with other members	205
Leadership activities	140
General activities	130
Social/recreational activities	110
Civic/service/benevolent activities	107

Appendix B continued

Table 3 continued

QUESTION: WHAT DO YOU LIKE LEAST ABOUT YOUR FHA/HERO CHAPTER?

THEME	Student-Member
	N
Not enough student involvement and/or participation	116
Meetings	71
Not enough activities	60
Not enough members	46
Fundraising	30

QUESTION: WHAT FHA/HERO ACTIVITIES DO YOU FEEL OR BELIEVE THAT YOUR CHAPTER ADVISOR THINKS ARE MOST IMPORTANT?

THEME	Student-Member
	N
Civic/service/benevolent activities	157
Leadership activities, including conferences, etc.	102
Banquets and recognition	61
Fund-raising activities	50
Meetings	33

QUESTION: WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE YOUR FHA/HERO CHAPTER?

THEME	Student-Member
	N
Increase participation	117
Have more activities	69
Attact more members	67
Increase/improve meetings	28

* Responses were from student-members

Appendix B continued

Table 4

MOST POPULAR FHA/HERO TEACHER-ADVISOR THEMES *

QUESTION: IN YOUR OPINION, WHY DO MOST VOCATIONAL HOME ECONOMICS EDUCATION STUDENTS JOIN FHA/HERO?

THEME	Teacher-Advisor N
Reputation of organization	12
General activities	12
Other members and friends	10

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE FHA/HERO CHAPTER LIKE BEST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Leadersip activitis (Professional meetings, conferences)	24
Recreation/social activities	24
General activities of the FHA/HERO	19
Field trips	15
Civic/service/benevolent activities	7

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE FHA/HERO CHAPTER LIKE LEAST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor N
Meetings (time of/don't like)	16
Working activities (i.e. setting up and/or cleaning up)	11
Fund-raising activities	8
Lack of involvement of other members	8

Appendix B continued

Table 4 continued

QUESTION: WHAT FHA/HERO ACTIVITIES DO YOU BELIEVE ARE THE MOST IMPORTANT TO THE STUDENT-MEMBERS?

THEME	Teacher-Advisor
	N
Community service activities	22
Leadership development	22
Recreational/social activities	20

QUESTION: HOW CAN LOCAL FHA/HERO CHAPTER ACTIVITIES BE IMPROVED?

THEME	Teacher-Advisor
	N
More involvement of members	18
More leadership development	9
student conflicts removed	9

* Responses were from teacher-advisors

A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

Vocational Industrial Clubs of America Summary

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A STUDY OF THE CONGRUENCY BETWEEN THE INTERESTS AND CONCERNS OF STUDENT PARTICIPANTS AND THE GOALS, OBJECTIVES, AND ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA SUMMARY

Vocational education is continually challenged to provide students with the necessary skills and attitudes for job attainment and retention. This involves the structuring of programs and activities to develop an individual's cognitive, psychomotor, and affective domains.

Vocational student organizations' are recognized as a major vehicle for the development of leadership abilities and appropriate affective skills within vocational education programs. Participation and involvement of teacner-advisors, and student-members are important in the conduct of the club's program of activities. Information about the extent to which vocational student organizations are meeting club goals and providing affective skills and leadership through appropriate activities became the focal point for this study.

PROCEDURES

Survey questionnaires were developed and administered to ascertain the perceptions of student-members and teacher-advisors regarding the goals and activities of the Vocational Industrial Clubs of America (VICA). The responses to the instruments were then used to ascertain the congruency of the activities as related to the stated goals and objectives. A stratified random sampling procedure was used to select study participants from among the 61 VICA clubs in Missouri, a total of 23 (37.7% of total) clubs was selected to participate. Usable returns were received from 18 (78.3% return rate) clubs, resulting in responses from 351 student-members and 20 teacher-advisors.

All study participants were asked to respond to the statements associated with goal attainment by indicating their degree of agreement with the goal statements on a four point scale (4 = strongly agree and 1 = strongly disagree).

The student-members were asked to evaluate club activities on a four point scale (4 = worthwhile and 1 = useless) or to indicate that they did not participate in the activity.

OBJECTIVES, FINDINGS, and CONCLUSIONS

The following research questions provided objectives for the study:

1. What are the goals and objectives of VICA? The goals of VICA were combined with those of the other five vocational student organizations in Missouri to construct the survey instrument that was reflective of all vocational student organizations

in Missouri. (See Appendix A for a listing of goal clusters and associated statements)

2. To what extent do the student-members and teacher-advisors perceive that the goals of VICA have been achieved? The goals common to the five vocational student organizations in Missouri were organized into seven clusters for analysis. The goal clusters considered were: citizenship responsibility, recognition and social development, occupational development, communication skills, character development, cooperation, and leadership/followership. The concept of leadership was judged to include all of the items on the instrument. Mean ratings of the goal clusters for VICA and all vocational student organizations combined are presented in Table 1 for both student-members and teacher-advisors. A rating of 3.00 or higher would indicate agreement with the items comprising the goal clusters.

Table 1

Ratings of Goal Clusters by Student-Members and Teacher-Advisors of the Vocational Industrial Clubs of America *

Goal Clusters	VICA		OVERALL	
	Student-member	Teacher-advisor	Student-member	Teacher-advisor
Citizenship responsibility	2.94	3.09	3.00	3.16
Recognition and social development	3.04	3.02	3.12	3.29
Occupational development	3.26	3.13	3.20	3.20
Communication skills	2.89	3.02	2.98	3.12
Character development	3.21	3.25	3.29	3.36
Cooperation	2.84	3.05	2.86	3.14
Leadership/followership (overall rating)	3.06	3.09	3.12	3.19

* An overall rating of 3.00 or above would indicate agreement with the statement.

The overall ratings for all goal clusters of VICA student-members and teacher-advisors were above 3.00. Therefore, it was concluded that the student-members and teacher-advisors in total perceived that the Vocational Industrial Clubs of America organization in Missouri is in fact meeting the goals judged to be common to all vocational student organizations.

Responses of student-members indicate agreement with the attainment of goal clusters relating to recognition and social development, occupational development, and character development with percieved goal attainment being more positive toward occupational development and character development. The goal clusters relating to citizenship responsibility, communication skills, and cooperation were perceived as being least successful, with a rating below the 3.00 level, therefore consideration should be given to strengthing activities in these areas.

3. To what extent do the student-members perceive that the activities of VICA are acceptable? The major activities of VICA were identified and the percent of participation by student-members as well as the percent of participants who rated the activities average or worthwhile are reported in Table 2.

Overall, student-members reported 50 percent or greater participation in 11 of the 17 activity categories conducted by VICA. Of the student-members who participated in VICA activities, 70 percent or greater rated the activities to be average or worthwhile in value. Therefore, it was concluded that the activities of the VICA organization were congruent with the interests of a majority of the student-members when judged on the basis of participation; and while the majority of student-members judged the activities of VICA to be worthwhile, the percent of participation could be increased.

Table 2

Percent Participation and Rating of Selected Activities by VICA Members

Activity	Percent participating		Percent Rating average or worthwhile	
	VICA	ALL	VICA	ALL
Chapter meetings	77	77	81	82
Leadership conference/ workshops	70	66	93	90
Recruitment activities/ members	61	60	82	85
Installation/initiation	59	69	78	83
Social/recreational	57	64	84	90
Guest speakers	54	68	79	81
State VICA convention/ conference	51	59	94	91
Parents & member banquet	51	66	85	84
National VICA week activities	50	74	70	86
Competitive skill events	50	68	79	89
Community services	50	59	82	88
Career day	49	54	85	86
Community services	47	53	79	75
Field trips	46	52	90	93
National VICA convention	43	43	87	86
Charitable	41	35	78	85
Employer/employee function	38	63	91	91

4. What are the benefits which motivate student-members to become involved as identified by student-members and teacher-advisors of VICA? A series of open-ended questions was analyzed using content theme analysis to ascertain the perceived benefits of membership. The specific questions and the most popular student-member and teacher-advisor themes are presented in Appendix B Tables 3 and 4 respectively.

Student-member responses indicated that "skill events/contests" was the primary motivator for others as well as themselves for joining VICA. This theme was also what the majority of students liked best about VICA. Other themes indicated that "wanted to/interested", "occupational development/experience", "invovement with others", and "social/recreational activities" had a role in motivating students to join, while "involvement, working, and association with other members", "general activities", "leadership activities", and "social/recreational activities were what student-members liked best about VICA club.

Teacher-advisor responses indicated that students joined VICA primarily because of "skill events/contests", "other members and friends", and "the advisor". Teacher-advisor reponses to what student-members liked best about VICA resulted in the following themes; "skill events/contests", "other members in the organization", "recreational/social activities", "field trips", and "general activities".

5. What recommendations for improving VICA are offered by student-members and teacher-advisors? The open-ended questions, "What recommendation would you make (or have) to improve your VICA club?" (student-member), "How can the local VICA club activities be improved?" (teacher-advisor) were used to provide information regarding this objective. Refer to Apprendix B Tables 3 and 4 for a listing of major themes.

Student-members identified the need to "have more activities" as their primary recommendation for improvement. Other student-members themes for improvement resulted were "increase/improve meetings", "increase participation", "more professional/leadership activities", and "more contests/skill events". Teacher-advisors identified "improve advisors knowledge of VICA", "more or better meetings", "more invovement of members", and "more leadership development" as themes for improving local VICA club activities.

Student-members and teacher-advisors identified some similiar recommendations for improving VICA. Therefore, it was concluded that there was congruence between student-member and teacher-advisor perceptions of the needs of VICA in Missouri.

RECOMMENDATIONS

1. The findings of this study were supportive of the role of the VICA in the vocational Trades and Industrial Education program. The goals of VICA are generally seen to be related to developing leadership for the field of Trades and Industrial Education and the perceptions of both student-members and teacher-advisors of VICA were that the goals were being met by local clubs. Therefore, local advisors should continue to emphasize the importance of and integrate the development of leadership and personal development activities in the curriculum.

2. The findings of this study also suggested that involvement of more members would improve the effectiviness of VICA. While VICA was perceived as an effective part of the vocational Trades and Industrial Education curriculum, the challenge is to maximize VICA's effectiveness for all members. Therefore, strategies need to be developed to achieve a more "member-centered organization".

5. The instrument developed for this project should be modified and adapted for use by local VICA clubs as a planning and evaluation tool. Local VICA clubs would then be able to compare their attainment of goals versus the state data base as established by this project.

APPENDIX A

Goal Clusters and Associated Statments

Citizenship

- be a better citizen.
- identify the democratic ideals of our society.
- identify the responsibilities of a good citizen.
- identify family and community responsibilities.

Recognition and social development

- encourages members to dress appropriately.
- helps improve members' attitudes about school.
- allows me to participate in the operation of chapter functions.
- provides leadership training opportunities.
- develops a new program of activities each year.
- encourages members to take leadership roles.
- provides recognition through awards.
- provides sufficient activities to allow members an opportunity to achieve recognition.
- make me feel proud to be a member.
- provides ways for my family to become more involved in school activities.

Occupational development

- increase my desire to work in the trade, industrial, techinal, or health related field.
- develop skills that will prepare me for a future career in the trade, industrial, techinal, or health related field.
- develop contacts with people now working in the trade, industrial, techinal, or health related area.
- demonstrate the importance and dignity of work.

Communication skills

- improve my listening habits.
- speak effectively in front of a group.
- improve my ability to follow directions.
- improve my ability to give directions.
- profit from constructive criticism.

Character development

- demonstrate respect for the rights of others.
- become more dependable.
- make more effective decisions
- work as a team member.
- follow rules and regulations for the good of the total membership.
- idenify the responsibilities of being a chapter member.
- begin to set additional personal goals.
- improve confidence in my work.
- improve my ability to express my opinions.
- gain friends.

Cooperation

- use parlimentary procedure.
- plan and conduct a meeting.
- introduce an individual to a group.

Appendix B

Table 3

FIVE MOST POPULAR VICA STUDENT-MEMBER THEMES *

QUESTION: WHY DID YOU JOIN VICA?

THEME	Student-Member
	N
Skill events/contests	77
Wanted to join/interested in club	64
Social/recreational activities	53
Occupational developement/experience	48
Involvement, working with others	29

QUESTION: WHAT IS THE MAJOR REASON STUDENTS JOIN VICA IN YOUR SCHOOL?

THEME	Student-Member
	N
Skill events/contests	71
Wanted to/or interested	57
Social/recreational activities	51
Occupational developement experience	37
Involvement with others	37

QUESTION: WHAT DO YOU LIKE BEST ABOUT YOUR VICA CLUB?

THEME	Student-Member
	N
Skill events/contests	142
Involvement, working with, and/or association with other members	137
General activities	83
Leadership activities	74
Social/Rcreational Activities	43

Appendix B continued

Table 3 continued

QUESTION: WHAT DO YOU LIKE LEAST ABOUT YOUR VICA CLUB?

THEME	Student-Member
	N
Not enough activities	67
Not enough student involvement and/or participation	45
Meetings	40
Don't like some members	33
Lack of organizations	27

QUESTION: WHAT VICA ACTIVITIES DO YOU FEEL OR BELIEVE THAT YOUR CLUB ADVISOR THINKS ARE MOST IMPORTANT?

THEME	Student-Member
	N
Contests/competitive events	149
Fund-raising	35
General activities	25
Involvement with others	21
Leadership activities	15

QUESTION: WHAT RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE YOUR VICA CLUB?

THEME	Student-Member
	N
Have more activities	60
Increase/improve meetings	35
Increase participation	33
More professional/leadership activities	27
More contests/competitive events	18

* Responses were from student-members

Appendix B continued

Table 4

MOST POPULAR VICA TEACHER-ADVISOR THEMES *

QUESTION: IN YOUR OPINION, WHY DO MOST VOCATIONAL TRADES AND INDUSTRIAL EDUCATION STUDENTS JOIN VICA?

THEME	Teacher-Advisor
	N
Skill events/contests	7
Other members and friends	3
Advisor	3

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE VICA CLUB LIKE BEST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor
	N
Skill events/contests	21
Other members in the organization	7
Recreational/social activities	6
Field trips	6
General activities of VICA	4

QUESTION: WHAT DO YOU BELIEVE THE STUDENT-MEMBERS OF THE VICA CLUB LIKE LEAST ABOUT THE ORGANIZATION?

THEME	Teacher-Advisor
	N
Dues/cost	6
Advisors	5
Formality of organization (official dress, ceremonies, parliamentary procedures)	4

Appendix B continued

Table 4 continued

QUESTION: WHAT VICA ACTIVITIES DO YOU BELIEVE ARE THE MOST IMPORTANT TO THE STUDENT-MEMBERS?

THEME	Teacher-Advisor
	N
Leadership development	12
Recreational/social activities	5
Contests/competitive events	4
Community/service activities	4

QUESTION: HOW CAN LOCAL VICA CLUB ACTIVITIES BE IMPROVED?

THEME	Teacher-Advisor
	N
Improve advisors knowledge of VICA	6
More or better meetings	5
More involvement of members	4
More leadership development	4

* Responses were from teacher-advisors